DOCUMENT RESUME

ED 159 169 95 SP 013 071

AUTHOR Blackwell, Peggy J.; Smith, Leonard
TITLE Goals of Secondary Education as Perceived by Education Consumers. Volume III, Elicitation Results and Discussion.
INSTITUTION Information Science, Inc., Manhasset, N.Y. Humanic Designs Div.; New Mexico Univ., Albuquerque. Inst. for Social Research and Development.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE [73]
NOTE 104p.; For related documents, see SP 013 069-072

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Academic Achievement; Basic Skills; *Educational Objectives; *Interviews; *Opinions; Parental Aspiration; Parental Grievances; *Parent Attitudes; *Questioning Techniques; *School Responsibility; Secondary Education

ABSTRACT

A study to determine parental attitudes toward the education their secondary school children were receiving was conducted in Albuquerque, New Mexico, and Philadelphia, Pennsylvania. Open-ended, tape-recorded elicitation interviews were conducted with the parents. Questions were asked that allowed parents to express any opinion, idea, attitude, or concern they might have about secondary education. Interviews were transcribed; after redundancies in each set of interviews were eliminated, 297 declarative statements representing the opinions, ideas, attitudes, or concerns of Albuquerque parents remained. The Philadelphia elicitation interviews were treated as an independent set and resulted in 46 additional statements. An overview of the elicitation interview results is presented in this report, followed by an extensive section on the content of the interviews. The final section presents a comparison of the results by city and gives conclusions and implications. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED159169

HUMANIC DESIGNS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP013 071

a division of Information Science Incorporated

Goals of Secondary Education as Perceived by Education Consumers, Volume III:

ELICITATION RESULTS AND DISCUSSION

Peggy J. Blackwell, PhD
Behavioral Research Division
Institute for Applied Research Services
University of New Mexico
Albuquerque, New Mexico

Leonard Smith
Humanic Designs
Information Science, Inc.
Montvale, New Jersey

The final report for GOALS OF SECONDARY EDUCATION AS PERCEIVED BY EDUCATION CONSUMERS has been written in four volumes as follows:

Volume I: Summary

Volume II: Methodological Procedures

Volume III: Elicitation Results

Volume IV: Data Analysis

Copies of all four are available from Dr. Blackwell.

This project was supported by a contract awarded by the National Institute of Education, Department of Health, Education, and Welfare. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the DHEW.

ACKNOWLEDGEMENT

We thank Mary Marquez Anderson for her untiring efforts during the developmental and data collection stages of the project.

Table of Contents

	Page
Reader Information	ii
Acknowledgement	iii
List of Tables	vi
ELICITATION RESULTS AND DISCUSSION	1
1.0 Purpose of the Interviews	1
1.1 Summary of Elicitation Procedures	2
1.2 Approach of Volume III	2
2.0 Overview of Results	3
2.1 Nature of Elicitation Statements	4
2.2 Reactions to Interviews	7
3.0 General Academic Knowledge	8
3.1 Academic Standards	10
3.2 Special Education	15
3.3 Grading Standards	16
3.4 Summary	16
4.0 Preparation for Adult Life	19
4.1 Adult/Family Life	19
4.2 Learning to be an Adult	20
4.3 Citizenship	22
4.4 Physical and Recreational Education	28
4.5 Career Preparation	30
4.6 Summary	36
5.0 Personal and Social Maturity	36
5.1 Self-Development	37
5.2 Social Adjustment	39
5.3 Life Enrichment	44
5.4 Moral and Ethical Development	46
5.5 Summary	49
6.0 Discipline	50
6.1 Classroom Discipline	50
6.2 Custodial Function of the School	55
6.3 Self-Discipline	60
6.4 Summary	61

		Page
7.0	Community Service	61
	7.1 Summary	66
8.0	The Educational Process	66
	8.1 Teachers	66
	8.2 Operation of the School	77
	8.3 Summary	89
9.0	Conclusions	89

List of Tables

Table		Page
1	Numbers of Elicitation Statements by Content Area	5
2	Statements Related to Academic Knowledge	9
3	Statements Related to Academic Standards	11
4	Statements Related to Special Education	16
5	Statements Related to Grading Standards	18
6	Statements Related to Adult/Family Life	20
7	Statements Related to Learning to be an Adult	23
8	Statements Related to Citizenship	29
9	Statements Related to Physical Education	30
10	Statements Related to Career Preparation	33
11	Statements Related to Self-Development	38
12	Statements Related to Social Adjustment	40
13	Statements Related to Life Enrichment	45
14	Statements Related to Moral and Ethical Development	47
15	Statements Related to Classroom Discipline	51
16	Statements Related to the Custodial Function of the School	56
17	Statements Related to Self-Discipline	61
18	Statements Related to Community Service	63
19	Statements Related to Teachers	68
20	Statements Related to Facilities and Equipment	78
21	Statements Related to Food and Medical Services	80
22	Statements Related to Parent-School Relationship	81
23	Statements Related to Management	85

ELICITATION RESULTS AND DISCUSSION

1.0 Purpose of the Interviews

The purpose of the Elicitation interviews was to determine the complete range and nature of parental attitudes, ideas, or concerns in the parents' own words. Large segments of the population, primarily persons of low socio-economic status with a low educational level, have little contact with school personnel. As a consequence, this segment of the population often does not have any direct input into educational policy. Educational programs at federal and state levels may be designed to assist their children, but the parents themselves seldom are given the opportunity to tell what they want for their children in the educational system. Instead, school systems and policy-makers typically communicate to parents in the language of professional education. In return, advocacy groups often speak for parents. While they may be broadly representative of their constituency, such groups often have their own objectives. While school officials listen to advocacy groups, they place even greater dependence upon public opinion polls. Such questionnaire techniques structure and limit the response a parent may make -- and may reveal more about what is on the mind of the polling experts than what is on the mind of parents. In contrast, Elicitation interviews allow parents to define issues and their goals for education. Such interviews can set the stage for productive interaction between parents and professionals, in terms each can understand. The interviews also have the advantage of providing qualitative data which can be used in an objective

format; additionally, the qualitative data may furnish a data base for policy decisions and allow insights which objective questionnaires about educational goals do not normally yield.

1.1 Summary of Elicitation Procedures

Open-ended, tape-recorded Elicitation interviews were conducted with parents of high school-age children. Questions were asked which allowed parents to express any opinion, idea, attitude, or concern they might have about secondary education. (The instrument used for the Elicitation Interviews is given in Appendix A.) Interviews were conducted with 100 parents in Albuquerque. To validate the procedures used in Albuquerque and to discover whether the concerns of parents in two distinctly different cities were similar, 47 interviews were conducted in Philadelphia.

Interviews were transcribed; after redundancies in each set of interviews were eliminated, 297 declarative statements representing the opinions, ideas, attitudes, or concerns of Albuquerque parents remained. The Philadelphia Elicitation Interviews were treated as an independent set and resulted in 46 additional statements. Parents in the two cities had 204 statements in common, while Albuquerque parents made 93 statements which Philadelphia parents did not.

1.2 Approach of Volume III

Discussion of the results of the Elicitation Interviews is concerned with a synthesis of the data obtained in the 100 Albuquerque and the 47 Philadelphia interviews. No attempt was made to infer importance or significance from the number of times an item was mentioned by parents. Rather, the purpose of this volume is to impart the full range and essence

of the concerns as stated by parents. In the presentation of the results, quotations are provided from the interviews. They were selected to convey the character and quality of the interviews and come from 80 of the 100 Albuquerque interviews and 40 of the 47 Philadelphia interviews. No parent is quoted more than once concerning any given topic.

An overview of the Elicitation interview results is presented, followed by an extensive section on the content of the interviews. The final section presents a comparison of the results by city and gives conclusions and implications.

2.0 Overview of Results

Historically, goals of education have focused on the general outcomes of the educational process -- abstract global statements that encompass those ideal outcomes which students are expected to have upon graduation from high school. Since school systems have typically communicated their purposes and objectives in terms of such outcomes, it was anticipated that parents would communicate about schools in similar terms. As a consequence, questions in the Elicitation interviews were structured to determine what education could and/or should do to provide a foundation for adulthood. While some parents responded directly to these questions by discussing some forms of general outcomes, no parents limited the interview to educational outcomes. Rather, parents concentrated upon the style in which schools perform the educational function. They expressed a pragmatic philosophy regarding education and were concerned with the immediate product -- what the schools currently are doing and how they are doing it. In their discussion of what happens to the child as s/he

undergoes the educational process, parents expressed conservative views, asking that their children be educated in a style reminiscent of 30 to 50 years ago.

In retrospect, this manner of thinking on the part of the parents appears to be a function of their own educational backgrounds and the present communication they have with school personnel. The parents interviewed were of a fairly homogeneous age range and most were educated under an essentially pragmatic system. Communication with school personnel is primarily limited to periodic progress reports regarding the students or immediate student problems, such as discipline. So it is consistent that, to parents, education is a practical process, bound by the traditional values.

2.1 Nature of Elicitation Statements

The nature of elicitation statements, in both Albuquerque and Philadelphia, showed considerable variety. In fact, parents expressed opinions about every aspect of schooling, from good nutrition to adequate facilities and from teachers to academic standards and courses.

We found that parents in both cities had a greater range and depth of ideas about how the operation of the school (process) could be accomplished than we had anticipated. There was a wide diversity of elicitation content related to the process of the school, such as teacher qualifications and student comfort and well-being. The consequence of the diversity was a large number of statements required to cover the range of concerns about the operation of the school. In contrast, we found that elicitation concerns related to academic education, such as curriculum

methods, were fairly similar. As a result, in comparison to process, fewer statements were required to cover the range of content. This is evident in Table 1 which presents the number of elicitation statements by content area. The greatest number of statements, 117, were related to the process of the school. Of these, 67 were said by parents in both cities, with 31 being said by Albuquerque parents only and 19 by Philadelphia parents only. The second greatest number of statements, 69, were related to adult life, a content area including career preparation. Almost equal numbers of statements were directed toward academic education (53), personal-social development (45), and discipline (44). The fewest number of statements (15) were directed toward community service. The number of statements for a content area did not necessarily reflect the priorities parents later attached to those areas.

Table 1

Numbers of Elicitation Statements by Content Area

Content Area	Total # Stmts	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Academic knowledge	53	30	18	5
Adult life	69	45	16	8
Personal-social development	45	27	10	8
Discipline	44	26	15	3
Community service	15	9	3	3
Process	117	67	31	19
Total	343	204	93	46

Parental aspirations proved to be practical and hopeful, but not always confident. They viewed education as one way for their children to fulfill their potential; and, for poor parents, about the only way for their children to have a chance for a better life. Two parents expressed their aspirations this way:

> Well, I would like for them to find themselves a good job . . . I'd like them to do first of all what they would like to do -- but whatever they do I would like for them to go into wholeheartedly and with a lot of interest and for them to enter and learn to do things well. (Albuq)[1]

> I want them to be good citizens and good Christians. I want them to get into jobs and work that they'll enjoy and will help them. (Phil)

While considerable frustration was expressed in these interviews, parents were not trying to be critical of the school system and did not use the interview session simply as an opportunity to complain. On the contrary, they were often happy with course options, such as vocational education courses, with the diversity of courses offered, and with changes in programs, such as home economics for boys and shop for girls. Many parents believed that problems experienced by the educational system will not be solved by complaining:

> It is easy to gripe, I know, when you don't know what the administration is faced with. My own feelings are very bad, but as a griping parent who has put no time and effort into the situation, I don't know if I have the right to say anything because sitting here it's easy to say they are doing wrong. (Albuq)

A paradox in the interviews was evident. Parents proved to be both frustrated and angry about the seeming inability of schools to provide

---

[1]Throughout this volume, the parent's city of residence will be designated by Albuq (Albuquerque) and Phil (Philadelphia).

basic education. But they also expressed the belief that education presents the one consistent, traditional way for their children to be given the opportunity to lead productive adult lives. They appear to look to the educational system to provide a sense of continuity in their lives and see the system as one integrating the family and the community. It was evident that, for many parents, the educational system retains much of the mystique with which it was endowed in the past and look to the professionals to provide answers and solutions.

2.2 Reactions to Interviews

Parents were receptive and enthusiastic about being asked for their opinions and ideas on education. Interviews ranged from 30 minutes to two hours in length, with the average interview taking about one hour. Only one parent refused the interviews because of the tape-recorder ("after Watergate, who would let you record?"); even though several parents were nervous at the start of the interviews, it was evident from listening to the tapes and from interviewer comments that they forgot the recorder when they became involved in the interview. An average of 20 statements per interview was obtained. Many parents told the interviewer that they were glad someone finally was asking their opinion; most were concerned that their opinions would not be considered by the school system. Interviewers often were asked whether or not the school system would be given the results and if they knew whether or not education would be improved because of what parents said.

It was apparent from the content of the interviews that most of the parents, regardless of education or income level, felt isolated from the school system. No parent mentioned having attended a school board

meeting and many had never talked to a teacher. This was particularly true of the men interviewed. We found that women, more than men, are aware of the particulars of their children's experiences in school. For most families, it was clear that if a school problem arises, it is the mother who normally copes with it. Parents expressed a fear we had not anticipated: they were reluctant to go to a teacher for fear it would be construed as criticism, and retribution against the child would be the price. Whether or not such a fear has a basis in fact, this only serves to increase the distance between the school and the parent.

3.0 General Academic Knowledge

There was primary concern among parents of both cities that their children be given the opportunity for a good general academic education. Principal emphasis was placed upon the basics; almost every parent interviewed said that either reading, writing, practical arithmetic, or spelling was not adequately taught. The same opinion occurred over and over in the interviews: basic education needs more emphasis. Statements related to academic knowledge are given in Table 2. The comments below are representative of the many made:

> I think the schools should place more emphasis on what I used to call the 3 Rs. . . . There should be more required courses. I think math and English should be all the way through high school. (Albuq)

> They don't even have handwriting anymore. I had to teach my child how to print. I taught him his multiplication tables. I mean it's ridiculous. The teachers are getting paid. This wasn't New Mexico. The teachers are getting paid, but they tell me to teach. (Albuq)

> They don't have the children there long enough, and they're not like what they should be. Some of them can't count, some of them can't spell; now high school students, graduates, [are] supposed to know that. They're not teaching them right; they don't teach penmanship no more. They can't write. (Phil)

Table 2

Statements Related to Academic Knowledge

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Students should be taught to read.	X		
Reading improvement should be taught.		X	
Students should be encouraged to enjoy reading.		X	
There should be more emphasis on the use of phonics in reading courses.		X	
Students should take a practical math they will be able to use in the future.	X		
Students should take new math.	X		
Mathematics students should be exposed to many different fields of math.			X
Parents should be given a refresher course on the new math.			X
Students should take more courses in basic English.	X		
Students should be taught to express themselves in writing.		X	
Students should be taught to spell.	X		
Vocabulary building should be stressed.		X	

> They should give more time to the English language and math because those are the subjects you'll need all through life. (Phil)

> For the Black community the child needs more mathematics, more reading, because a child has to be able to read before he can do anything. The reading system the Blacks have up there today, it's not good at all. (Phil)

Perhaps for the first time in history, parents, for the most part, did not see their children as getting a better education -- mathematics, English, science, history -- than they did. One parent said of his son's education:

> Now he doesn't know how to read. I think I know more myself and I only went to seventh grade and he's in tenth. (Albuq)

Parents expressed dissatisfaction with the new math, saying that teachers should go back to traditional methods of teaching mathematics. It was unclear whether the unhappiness was because they themselves did not understand the new math and felt inadequate to help their children or because the children were not learning the material. However, a parent in Philadelphia did suggest that schools teach parents the new math if they were going to continue to teach it.

An Albuquerque parent's comment sums up the feeling of parents in both cities toward the perceived failure of the educational system to provide even the most fundamental background:

> We're so bogged down in red tape and system, it's easier [to say], look, learn what you can, come home and continue at home. Get what you can out of school, there's still hope in college. I've become very fatalistic about it. Because it's my kid's education, which is the future. Sad, really sad. (Albuq)

3.1 Academic Standards

Parents stated that they wanted improved academic standards; statements are given in Table 3. The general feeling among those who

Table 3

Academic Standards

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Students should be taught to express themselves orally in English.	X		
Creative writing should be offered.			X
Students should take courses in history.	X		
Students should be able to interpret the present in terms of history.		X	
Students should study geography.		X	
Students should take courses in science.	X		
Students should be taught to enjoy literature.	X		
More credits should be required for graduation.		X	
More emphasis should be placed on academic courses.	X		
Schools should make students realize the importance of an education.	X		
Students should be provided as good an education as the taxpayers, the teachers, and the school can give.			X
Students should be taught to think clearly.	X		
More challenging course work should be provided for extremely bright students.	X		

Table 3

(continued)

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Students should be able to stay after regular hours and take extra courses if they want to.	X		
Students should be allowed to make up work if they have an excused absence.		X	
Tutors should be available to help students with courses in which they are having trouble.	X		
Students should be taught how to use a library.	X		
The school library should be a complete resource center for students.		X	
The school library should stay open longer hours.		X	
Study halls should be held during school hours.	X		
Students should be given more homework.	X		
Teachers should teach students good study habits.	X		
Students who are not ready should not be passed to the next grade.			X
Teachers should understand the learning problems of students.	X		
There should be some method open to the parents whereby they can know more about their children's homework and study assignments.		X	

discussed standards was that there has been too much relaxation of requirements:

> I think the [courses] offered are actually minimum; I mean, for the standards that we had. I don't think any of them are brilliant or even well thought out for that matter. I think the quality of everything in the school has dropped. (Phil)

More required credits for graduation were recommended. Too many options for the students were referred to as a cause for the lowering of standards. Parents believed that students can opt for, or are given, frivolous courses rather than having a general academic program:

> There should be more basic education and not so many frills. They should get more just basic geography and history. My daughter couldn't even point out Paris [France] on the map. Even statewide locations give her trouble. (Phil)

> The English class last year consisted mostly of poetry. What good is poetry to a 17-year-old boy who doesn't like poetry and who can't read? (Albuq)

The grouping of students by ability, or tracking, was proposed. Those who considered this idea thought it would help achieve a higher standard of learning and allow teachers to provide more individual attention to all students. They did not show awareness of the fact that ability grouping was used by school systems for many years. It was in connection with grouping that education of the gifted child was mentioned -- parents thought course work for "extremely bright students" should be more challenging and that "quick learners should receive more help than they do now."

Parents described specific means to improve standards. Fewer options was one. More science, history, and geography were mentioned as well as a desire for increased emphasis on the basics such as elementary math and English grammar. Parents wanted higher levels of

performance to be demanded of students, and some stated that the solution lay, not in high school, but in earlier grades:

> Not learning to read -- the methods have somehow been overlooked; some of the problems that children develop in learning some of the fundamental skills such as reading, writing, and math. I would say that some of the things that crop up as problems later on needed more specific help earlier, perhaps at the elementary level of school. (Albuq)

Another suggestion to improve standards was to increase the amount of homework assigned. Parents believed that students are not given enough homework. They seemed to equate homework with the learning process: no homework, no learning.

> They don't give them any homework. But I want to find out why they don't give him any homework. Teachers today don't care if that kid didn't learn anything and I'm not the only one with that problam. We all have that problem. Every time they go to class they're going to get promoted, but they don't learn. They don't care about the kid. They don't teach them nothing. (Phil)

Still another suggestion was to teach students how to study. Study halls, as an integral part of the school day, were recommended. Closely related to this was emphasis upon learning to think and learning how to make decisions:

> I don't think that schools teach students how to think. They teach them facts and knowledge, but they really slip up on teaching students how to think for themselves and how to come to decisions. (Phil)

> I think they should teach children how to study. I think they teach them a lot of facts, but those facts are usually right there in the book before them. And when they come across some things that they don't have the facts right there before them, they don't know where to go to get them and sort them out so that they are useful to them. . . . I suppose they just take it for granted that children will learn this on their own, but they don't. (Albuq)

3.2 Special Education

Very few parents talked about special education. Those parents who did discuss the topic, primarily in Albuquerque, were those who had children in special education programs. Parents whose children were in regular classes did not mention the topic. Statements are presented in Table 4. The prevailing concern among the parents who discussed special education was that their children were not receiving the education that they should be, that children in special education are the castoffs of the system. A few of the parents believed that children who have other problems -- difficulty with English, hearing -- are often placed in the special education programs. The general opinion was that these children deserve something better than what is now offered.

> I have nine children at home now. Five are in special education. The regular teachers won't take the time to help the kids so they put them in special education. They put them in an elementary school and make them stay. I finally got my girl out and she's doing fine, so I know they can learn. (Albuq)

> I think high school education, in fact all education, should be a preparation for life. It should be not so much providing people with facts that they can use, but providing them with motivation for learning, with the comfort and the pride of capabilities they have so that we give attention to special capabilities. In dealing with retarded children . . . we are trying to bring them up to some standard of a normal child. Well, I happen to feel that what we should do is find the special things that that child can do . . . can find great pride because this is a special thing. (Albuq)

A desire for teachers who have been "specially trained" for special education was expressed.

Albuquerque parents also mentioned the need for students and schools to treat physically handicapped students "like everybody else"

and be given the same advantages as "healthy students." Special pro-

for the handicapped were suggested as well.

3.3 Grading Standards

An issue related to academic knowledge was that of grading; Table 5 presents the statements concerning grading. Opinions differed widely among these Albuquerque parents who discussed grades; few Philadelphia parents mentioned grading standards. Albuquerque parents wanted more emphasis to be placed upon effort, while others wanted to upgrade the quality of student work by stressing and rewarding achievement. They were concerned about fairness to the students and consistent standards from teacher to teacher and school to school. One Albuquerque parent suggested that grades be eliminated altogether.

Philadelphia parents expressed concern that students were "just passed along." The conviction was that students should be retained in a grade until they learn the material and then, and only then, be passed to the next grade:

> Now-a-days the kids can get all Fs, Es, and Ds and still get promoted and I don't like that. Because when that kid comes out of high school in the 12th grade, if she goes that far, when she comes out she's not going to know anything; she's not going to be able to get no kind of job. Sometimes they can't even hardly write their own name. If a kid is failing they should take him back until that kid is able to do his work and then pass him. (Phil)

> I still feel that they have passed kids that should not have been passed, gone on to the next grade, because they were not ready. Now I only think it hurts the child. (Phil)

3.4 Summary

All parents interviewed were concerned with some aspect of a general academic education for high school children. For the most

Table 4

Statements Related to Special Education

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Special education classes should continue throughout high school.	X		
There should be specially trained teachers for special education.	X		
Schools should distinguish between mentally retarded and emotionally disturbed students.		X	
There should be more individual help for the slow learner.	X		
The basics should be stressed in special education.		X	
Physically and mentally handicapped students should have the same advantages that other students do.		X	
Slow students should be considered in the preparation of the material for each course.	X		
Enthusiasm for reading should be encouraged in slow readers.		X	
Summer classes should be given to allow the slower students to catch up.	X		
Students should be placed in classes according to their level of understanding, rather than age level.	X		
Each school district should have a speech therapist.		X	

Table 5

Statements Related to Grading Standards

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Teachers should grade students on their ability.	X		
Teachers should grade on effort as much as on the quality of the work done.	X		
Teachers should grade students on the quality of the work they do.	X		
Grading standards should be consistent and fair.	X		
The grading system should be eliminated.		X	

part, the belief was that schools are not fulfilling their mandate and that measures must be taken to upgrade academic standards in the school.

4.0 Preparation for Adult Life

Parents perceived students as essentially unprepared for "real life" when they leave school. They doubted students' abilities to cope with the practical aspects of adult life.

> Teach them practical things. How to do a check book, how much a loan costs, interest, give them an idea of how much it's going to cost to live.

4.1 Adult/Family Life

Parents contended that students should be better prepared to cope with marriage and family life. Adult/family life statements are given in Table 6. The need for training for adult family responsibilities was stressed for both boys and girls. Some parents called for sex education in the school while a few parents in Albuquerque were adamant that sex education not be taught.

> I think there should be a course in preparation for marriage and family living . . . about marriage, sexual adjustment, and respect and dignity and love. (Albuq)

> In high school they would have family relationship and family planning because a lot of the young ladies after they come out of high school they'll be getting married. (Phil)

Related to this is a topic we did not anticipate but about which several parents were quite explicit: sex role expectations.

> I think that there is some [courses] that they are having that isn't as important to them as some that they are not having. Like boys being taught how to be gentlemen and girls being taught how to be young ladies. I would like to see that come back into our schools. Even when they go to get a job this is really important. (Albuq)

Table 6

Statements Related to Adult/Family Life

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Students should learn about sex roles and sex expression.	X		
Students should take courses in preparation for marriage and family life.	X		
Courses in sex education should be taught.	X		
If sex education is taught, it should be taught by mature persons.		X	
Girls should take home economics.	X		
Boys sould take home economics.	X		

A few comments were specifically directed toward expanding the limits of traditional roles, such as encouraging boys to learn about nutrition and girls to think in broader terms about their opportunities:

> A good thing was started last year. They started changing the boys, giving the boys cooking and giving the girls shop. (Phil)
>
> I would like her to learn the basics in sewing. What I am mainly concerned with is her learning about nutrition. Boys need to know it as much as girls. Every boy is not going to grow up to have a wife and he needs to know how to cook for himself. (Phil)
>
> I'd like to see a course in women's history or the role of women 'cause I think it's important for girls to grow up understanding that they're not limited to being housewives and nurses and teachers. (Albuq)

While several parents mentioned that boys may be bachelors, almost no one mentioned that girls might choose not to marry. The majority of comments in Albuquerque were conservative and were based on the assumption that girls will be wives and mothers first and employees second. Even then, it was obvious that most parents considered only limited job opportunities for girls:

> Girls should be given some training so they will have a job to fall back on. (Albuq)
>
> Secretarial skills will prepare girls for jobs. (Phil)
>
> I think it would be well for girls to be able to support themselves if the need arises. (Albuq)
>
> I don't think college is a place for a girl. I think she should go and get married and have a family. (Albuq)

4.2 Learning to be an Adult

The strongest theme underlying the discussion of all the separate issues related to coping with adult life was clearly the desire to see students "prepared" for the real world outside the protective walls of

the school. Table 7 presents statements concerning learning to be an adult. Comments were directed toward "learning to be an adult" and the opinion that the schools deal unrealistically with their students:

> I worked for an employment agency and we used to get a lot of students . . . with diplomas who just couldn't read. . . . So, you have no preparation for life. You might just as well go back to being an illiterate, like peasants, in countries like they used to be; at least they got some practical experience out on the farm somewhere. I think this attitude erodes the kids because if they just go and sit [they get diplomas] they are following the law, keeping out of trouble at school and home, but it doesn't give them any idea they have to do things. (Albuq)

"Students should be treated as adults" was an idea about which parents expressed differing opinions. It was remarked that "students have to be prepared for the roles they'll play as adults," and that schools have to make students learn that "they are responsible for their actions and will have to accept the consequences." On the contrary, a few parents thought that students are given too much responsibility. One parent recommended that "students have to be made to realize they don't know everything," while another thought that teachers should be aware that the school "does not prepare students for adulthood by catering to their demands."

4.3 Citizenship

Another concern expressed was that children learn about government at all levels -- to "be good, responsible citizens." Statements are given in Table 8. In addition, a need for teaching greater patriotism was expressed. Parents who discussed the topic of citizenship appeared to place primary responsibility for this upon the school.

Table 7

Statements Related to Learning to be an Adult

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Students should be prepared to take their places in an adult world.	X		
Students should be treated as adults.	X		
Students should be taught to be responsible.	X		
Students should be given responsibility only after they have shown they can handle it.		X	
Students should be given a voice in determining the policies which directly concern them (dress, curriculum, conduct, etc.).	X		
Students should be taught to function as leaders in adult life.		X	
Schools should offer real-life type experiences for the students.	X		
Students should take driver's education.		X	
Students should be taught to make careful comparisons when they shop for anything.		X	
Schools should offer equal educational opportunities for males and females.	X		
Students should be taught that every career is good and worthwhile.	X		
More scholarships should be available to high school students.	X		

Table 7

(continued)

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphi parents
Aptitude and achievement tests should be used to help students choose among various possible educational programs.	X		
Students should have better guidance as to which courses they should take.	X		
Guidance should be provided so that each student can decide what he/she wants to do with his/her life.	X		
Schools should provide for a follow-up of their students.			X
The schools should determine what the students will do (college, job) after they finish school.			X
Students should be informed of the job opportunities which exist for those who plan to work after graduation.	X		
The school should help students find jobs after graduation.	X		
Counselors should help students find summer jobs in the community.	X		
Trade unions should come into the schools and give their tests, then enter the students into apprenticeship after graduation.			X

Table 7

(continued)

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Schools should provide rosters of technical schools where advanced training is avilable.		X	
Schools should offer vocational training courses.	X		
High school students should receive all the training necessary to qualify them for a job after graduation.	X		
Curricula should be expanded to include training in all the new fields which are opening today.	X		
Black students should be able to get a decent job after graduation -- not manual labor, but jobs like white people have.			X
High school should be extended one year so that students can try out different career fields.	X		
Business/commercial courses should be available to all students.	X		
Automechanics courses should be available to all students.	X		
Students should learn shorthand.		X	
Students should take typing.	X		
Students should be taught the English -- words, terminology -- related to a particular job.		X	
Electronics courses should be offered.	X		

Table 7

(continued)

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Business and trades people should help to teach the courses which pertain to their profession.	X		
There should be more than two trade schools in the city.			X
Schools should teach students the joy of doing a job well.	X		
Students should be able to get on-the-job training.	X		
Students should be able to get credit for on-the-job training.	X		
Vacation time should be used by placing students in a work situation which corresponds to their studies.		X	
There should be a program by which the students could work at the school -- in the office or with the teachers.			X
The schools should set up an institute that would provide the students with their job experience.			X
The community should work closely with the school by supplying jobs that correspond to the areas that are being studied.	X		

Table 7

(continued)

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Students should be adequately prepared to enter any college in the US (if they plan to attend).	X		
Students who are going to college should be taught to cope with it.	X		
Information about colleges and universities should be provided.	X		

Table 8

Statements Related to Citizenship

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Students should be taught to function as responsible citizens in adult life.	X		
Students should be taught to understand the process of government.	X		
Greater patriotism should be taught.			X
Students should take field trips to various business, commercial, trade, and government operations.	X		
Students should be taught to appreciate the rights of others.	X		

Being a responsible citizen of the community was referred to as often as the responsibility to the state and to the federal government. Parents specifically suggested that students be taken to see "government in action" -- to the local city council (Albuquerque) and to Santa Fe (New Mexico) to observe the State Legislature.

> Well, I think we should also have more classes to teach young people about how their country is run and the laws and the government. . . . I don't think most teenagers have the knowledge to know how to vote or how to find out about all of these things they need to know to make a wise decision. I think government is something that is rather overlooked in high school. (Albuq)

> It's preparing our future leaders. And I think it's doing a very good job. I think it's teaching them to be responsible outside the school. I think they're being taught to be responsible citizens. And at this age I think that's a pretty big job. (Albuq)

> To be a good citizen, to have a little more respect for this country than they have today. I don't think the children today have the old rah, rah spirit for this country that they did years ago. (Phil)

> I think they should be taught a sense of responsibility and community responsibility, taught to take more interest in the community's activities, do volunteer work or whatever they can; work for causes, but to develop some kind of political and social awareness. (Phil)

Parents also suggested that students be taught to respect the rights of others.

4.4 Physical and Recreational Education

More emphasis was placed upon physical fitness and sports by parents in Albuquerque than those in Philadelphia as seen by the statements in Table 9. Albuquerque parents stressed the need for students to develop an attitude toward physical exercise which would continue throughout life. Most parents felt that physical education

Table 9

Statements Related to Physical Education

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Students should be required to take PE every semester that they are in high school.	X		
There should be a greater variety of PE classes.		X	
Students should be taught a physical fitness program which would benefit them throughout their life.		X	
Schools should stress competitive sports programs.	X		
There should be school-sponsored competitive sports programs for girls.	X		
Good grades should be a requirement for participation in sports.		X	
Students should be allowed to miss PE classes if they are ill.		X	
Students who are kicked off athletic teams should have some course of appeal.		X	
More funds should be allocated to athletic activities for travel purposes.		X	
Students should take health education.	X		

should be required every year in high school and that, along with athletic programs, complete physical fitness programs should be offered. In contrast, a few parents voiced the opinion that competitive sports in school were a waste of the child's time and the taxpayers' money.

> I'm not against sports, I think they are good for the schools. I think they should have some sort of constructive exercising for all students though, not just a few. (Albuq)

> They don't make them take physical education after the tenth grade. And I think this is wrong. You should because I think it helps your mind, too. (Albuq)

> The administration should take the money spent on football in Albuquerque and turn it back into the classroon to increase the effectiveness of the schools 20-30 percent. (Albuq)

4.5 Career Preparation

Interestingly, most parents clearly rejected the attitude that every child should go to college. As one parent stated, "I never thought I'd see the day when we should advise kids not to go to college." Parents stressed the need for a "dual curriculum" where both college preparation and vocational education programs are offered. They did not view these programs as conflicting with a basic academic education; an explicit suggestion was that every child should receive *a basic education in addition to a specialized program*. Parents clearly believed that it is the school's responsibility -- if not duty -- to provide whatever training a student may need.

> I think it's real important at the high school level to provide for all the students' needs. A total approach. And by that I mean you have the reading, writing, and

'rithmetic, the arts, and the cultural end of it, the physical needs such as your sports and your intramural subjects that would apply to students who are interested in going on to college and those who are not intending to -- those who are intending to just have a career immediately after. Boys, girls, or otherwise. (Albuq)

A perfect high school in my opinion would offer a well-rounded curriculum to the student. It would prepare him for college if he wanted to go to college, prepare him for going to work if he wants to leave high school and go to work. (Phil)

A basic education is a good thing, but everybody is not college material and I think schools should train them in whatever field they are suited, like everybody cannot be a teacher, everybody cannot be a writer. Some people work better with their hands, some people find school boring, these students need to be taught a manual labor in school -- carpentry, plumbing, electrical work. (Phil)

There should be a dual curriculum in terms of preparing kids for college and preparing them for vocational education. And it's somehow got to be worked out so that they're of equal status, because the day of saying that the kid who goes to college is superior, that's just gone down the drain. (Albuq)

Statements related to career preparation are given in Table 10.

4.5.1 Vocational guidance. Parents declared that there should be increased vocational guidance available to students. This extended to assisting the students to make the basic decisions as to whether or not they should go to college. The need for aptitude and interest tests was mentioned in addition to the need for knowledge about the job market in the surrounding communities. Rosters of technical schools were seen as one way to fulfill the lack of knowledge parents and students have of the general area of vocational education.

Several Philadelphia parents suggested that the school accept responsibility for deciding what a child should do with his/her future. This response was from Black parents of low income; perhaps they feel that the best way for their children to get this help is from the

Table 10

Statements Related to Career Preparation

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
High schools should offer both college preparatory programs and vocational programs.	X		
The curriculum should offer both academic and non-academic courses.		X	
Students should be allowed to select the course of study in which they are interested -- such as general, commercial, college prep, or vocational.	X		

school system. Parents in both cities asked that guidance counselors be aware of potential employment opportunities and inform students of these. Parents also requested that schools establish a placement service for high school students and actively assist students to find jobs.

> Knowing what the job markets want at this time. If we know predictors, with the economy and things of that sort, we know how many people we have in the labor force with certain skills. Only time we know when there are too many is when they go out for jobs and they can't get one because jobs are all full up. Then he would have to change and so many years are wasted. (Phil)

> I would like to see someone steer them in some direction which high school don't seem to do at all. There should be just a little bit more education some kind of trade or should they go on to work. From what I can see everybody who graduates from here doesn't have the faintest idea of what they want to do and no one has offered any kind of help from anywhere. (Phil)

> I think the school should be aware of what type of occupations are important in this vicinity; and I think they should prepare the children in a way that they can enter those occupations. I'm not quite sure how to explain it; but I think they should consider what is available in this community. (Albuq)

> Well, I think the counseling is one [problem], and this does not reflect on any of the counselors. It is simply a matter of guidance that youngsters could use that would be helpful to them if they are trying to decide whether to go to a college or not. Sometimes children need help in seeing what they are best suited to do and I think maybe guidance in these fields would be helpful. (Albuq)

4.5.2 Vocation education. The demand for vocational training ran through almost every interview in both cities. Parents referred to the difficulty of obtaining jobs as a reason why students should not always plan to go to college. Several parents indicated that the child should learn a trade in high school, then

go on to college -- as if they were seeking some way to provide job security for their children.

Parents not only wanted vocational training in the school but said that in order to learn about various occupations, the student should have a realistic view of future job possibilities; principally in Albuquerque, there was emphasis on work-study programs and actual contact with varied occupational fields.

> To prepare them for life. Even college or a profession. Whether they be a garbage man or a doctor, or a lawyer, or a ditchdigger. You know, let's fact it, we all can't be brains and we all can't be surgeons and engineers. Somebody has to dig ditches and I think the profession should be practiced in high school. (Albuq)

> I like the idea of work-study programs. I think in fact I think every student should be encouraged to do work-study in one area or another. If a kid is going to college and has a high ambition of being an architect, then I think the community owes the school the chance to send the student out into an architect's office and find out what it's all about. (Albuq)

Parents believed that students need to be taught to judge any vocation on its own merits and not to compare one job with any other. Another opinion which recurred was the need for instilling the "work ethic" in the child. Parents suggested that students be "trained to do something they enjoy;" "conditioned to the value of working -- that it's a pleasure;" and taught the "joy of doing a job well -- of doing their best."

4.5.3 College preparation. There was not as much discussion of college preparatory programs, from either city, as might have been expected. Parents simply stated that children should be able to go to college if they so desire. Parents whose children were planning to attend college said that students should be given an adequate

foundation for college courses and should be taught how to cope with college. The need for better guidance as to college requirements was also mentioned.

> I would like for he or she to be able to enter any college in the United States. I would like them to be so well prepared that they could enter any college. (Albuq)

> I think that the subject material could be beefed up as far as preparing her to go to college. I think the curriculum is not adequate. I would set up a more college-oriented program. (Phil)

> I would expect [the school] to prepare my child for college [with courses] such as plenty of science, teachers are aware of what's going on in the world on a day-to-day basis . . . I would expect the curriculum to be geared to today's world to enable my child to be prepared for college, for the world and the environment that he or she lives in. (Albuq)

4.6 Summary

In general, training for living as an adult stressed that students should be allowed to prepare for something which they enjoy, which will make them happy. There seemed to be no great push or drive from parents for children to enter "prestige" professions; rather, there was a fundamental concern that children be "able to earn a decent living" and be reasonably happy and satisfied while doing it.

5.0 Personal and Social Maturity

While the two previous sections were directly related to the intellectual development of the students (except for the portion on the family life), this section is related to the student's affective, emotional, and social development. Within the broad domain of personal and social maturity, there emerge four specific areas:

self-development, social adjustment, life enrichment, and moral and ethical development.

5.1 Self-Development

In the areas of self-development, parents recognized that children can, and perhaps should, be taught about themselves:

> Teach them about their feelings and emotions. Let them learn about being themselves and also what to expect from life. (Albuq)

Parents who discussed the self-development of the child did so at length; this topic was not one which drew only a comment or two. Parents either examined it in detail or did not mention it at all. Table 11 presents the statements. A number of Albuquerque parents were quite concerned about self-development and made very specific suggestions for the education of the students. These suggestions ranged from developing students to their fullest potential to teaching them how "to play the game, how to win and lose," to learning "to enjoy life."

> The most important thing is that they get a good self-concept. That they get their own good feeling about themselves. Then they can do all these other things they do in school better and do the best they can for what they're capable of. That is easier said than done, too. But that needs to start way back before high school. (Albuq)

> What my idea of an ideal high school is one that enables every student, regardless of their interests, to develop themselves to the fullest that they can develop themselves in the four years. (Albuq)

A few parents talked cautiously about development of self, advising that schools can overemphasize this aspect of education. The implication was that if too much emphasis is placed on self, the academic areas will suffer accordingly, and the student may obtain an unrealistic view of what adult life is like. As two parents stated:

Table 11

Statements Related to Self-development

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Each student should be developed to his/her fullest potential.	X		
Students should learn confidence in themselves.	X		
The emotional needs of the students should be met by the educational system.	X		
The counselors should get to know the students better so that they can help them with their problems.	X		
The school should plan a course to teach the children who don't have a proper home life some self-respect and pride.			X
Students should be taught to enjoy life.		X	
Students should learn to understand themselves.	X		

> There should be encouragement from the teachers. Don't try to browbeat the children; give them confidence in themselves, give them credit when they deserve the credit and do not give them credit for what they do not accomplish because that sends them out into the world thinking they can get by with it. (Albuq)

> Understanding one's self. I think it's important part. But I don't think it should be overemphasized. They are spending so much time trying to understand themselves and there's just not that much there to understand really. (Albuq)

5.2 Social Adjustment

In Albuquerque, self-development was expanded to include the interaction of the student with society:

> I think first of all you have to give them a feeling that they are a human being and a person and they can contribute, and society will contribute back to them. I think it has to be taught. (Albuq)

> I think that the most important thing for a high school to do is to prepare the students for whatever roles they're going to take -- they're going to assume later in life. And I think it should be a combination of, probably one of the most important thing is teaching them about themselves. Teaching them how to live with themselves and how to deal with themselves in society in terms of interpersonal knowledge. (Albuq)

Parents wanted their children to get along with other people, to be able to work with others. Meeting the social needs of the students was mentioned, and it was recommended that "specialized teachers" be used to assist those students who have problems relating to others. The ability of the students to fit into the society around them also was seen as something the school can teach:

> I think the school should take part in cleaning up the neighborhood. Just make kids aware of their immediate environment and group activity. So that they can realize that they're not just going to school to learn, but to fit into society. This is what it's all about, isn't it? (Albuq)

Statements related to social adjustment are given in Table 12.

Table 12

Statements Related to Social Adjustment

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Students should be taught good manners.	X		
The school should be a place where the student is content.	X		
Students should take courses in psychology.	X		
More psychologists should be involved in the schools.			X
There should be more emphasis on non-verbal communications.		X	
Students should be taught to get along with others.	X		
Students should be taught to work together as a group.		X	
Students should be taught to respect teachers.	X		
Teachers should refer students who have problems to the counselor.	X		
There should be specially trained teachers for students with emotional problems.		X	
The schools should offer courses that are relevant to Black people.			X

Table 12

(continued)

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Students should not be able to bunch together by race; the Puerto Ricans on one side, the Blacks on another, and the whites together.			X
There should be no discrimination in the schools.	X		
All students should take a foreign language.			X
A greater variety of foreign languages should be taught.	X		
Students should be taught to understand and appreciate the culture(s) around them.	X		
Students should be taught to speak and read Spanish.	X		
Students should learn the history of their state.		X	
There should be bilingual classes for those who want them.	X		
There should be community affairs at the school so that the entire community can share the experience of the traditions and of various cultures.	X		
Humanities should be taught in high school.	X		

To parents in both cities, social adjustment included learning to accept and live with peoples of other races and cultures. An Albuquerque parent suggested that students be "exposed to all types of people" as a way to learn to accept others. Philadelphia parents expressed it this way:

> School is the most important socialization mechanism that we have in our society. I think it perpetuates our traditions and cultures. (Phil)

> Teaching him to get along with other people. To take the ups along with the downs and all these things. Preparing him for going out into the public. Preparing them to get along with other people, how to live with the people, not just with his own race but with other races. (Phil)

Several Philadelphia parents spoke of the importance of learning Black history. They referred to the fact that when they went to school no one every mentioned the fact that Black people had a rich history, that usually the only person mentioned was Booker T. Washington. Black parents interviewed emphasized taking Black history and other courses relevant to Blacks as a way to increase a sense of racial pride.

> I will say there is an improvement in history, because when I went to school, Black people in history just didn't exist. If in 1949 when I was a senior in history, if someone had asked who was Crispus Attucks I wouldn't have known, but my kids know all about him and I think this is a good thing. (Phil)

Similarly, Albuquerque parents suggested that students in their area should learn the history of the state and region. Spanish-surnamed parents referred to the development of pride in their cultural heritage, and a number of parents, both Spanish-surnamed and Anglo, suggested that students take field trips throughout the state to learn about the cultures represented in the state.

In Albuquerque, Spanish-surnamed parents emphasized learning the Spanish language as a way to maintain a sense of heritage. Anglo parents, too, stressed learning the Spanish language and learning about Indian cultues as a way to heighten awareness and respect for others.

> I would encourage the ones who know Spanish to learn English, the ones who know an Indian language to learn Spanish, etc. So there would be appreciation of the valuable aspect various cultural groups contribute to the "salad bowl" concept of American society. (Albuq)

> I would like for him to learn our language. I speak Spanish and my husband and son also speak Spanish very well. My other [child] can't speak Spanish at all. I think it's very important to learn a second language if they live around this area of New Mexico especially. (Albuq)

Several Albuquerque parents, both Anglo and Spanish-surnamed, commented positively about the bilingual education programs in the Albuquerque schools. The only criticism offered was that it should be started at an earlier age. A few Spanish-surnamed parents recommended not only a bilingual program but schools in which Spanish is spoken as often as English:

> Well, I would set up a school that would [speak] Spanish equally as much as English. My daughter is taking Spanish, but all other courses are in English. I would set up Spanish speaking schools. (Albuq)

Because Albuquerque has such a high percentage of Spanish-speaking population, we had anticipated that the Spanish language would be a primary concern of Spanish-surnamed parents. However, there seemed to be a general acceptance of the fact that Spanish is taught in Albuquerque schools. Many parents, Spanish-surnamed and Anglo, did not mention learning to speak Spanish.

In contrast, Black parents in Philadelphia were opposed to their children taking a foreign language. They seemed to believe that a language was neither necessary nor useful in later life:

> I don't think it's necessary for a child to have to take a foreign language. They should be learning something that will be more beneficial to them when they come out of school. (Phil)

5.3 Life Enrichment

Life enrichment -- learning a hobby, learning about art, music, drama -- was mentioned in some interviews; statements are given in Table 13. Parents referred to learning art and learning to play a musical instrument; a few spoke of the need for offering courses in music appreciation. They also suggested that a student's creative capabilities should be developed in courses offered by the schools. The following comment is typical of those received:

> I'd like to see a little more time put into the arts. And also music. I think in that area, yes, we're definitely lacking. (Albuq)

But for the most part, parents were not extremely voluble about the topic of life enrichment. They referred to it and moved on to other topics, as if it were something which education could do, but perhaps which they were not as concerned about as the other issues being discussed.

Related to life enrichment were comments about extra-curricular activities. In Albuquerque, remarks were about traditional after school activities. Recommendations included "a good variety so everybody can participate." One parent suggested that these activities be related to courses and another wanted clubs and organizations to be open to all students. In general, those parents who talked about extra-curricular activities appeared to accept the idea that they are an integral part of a child's education.

Table 13

Statements Related to Life Enrichment

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Students should study such areas as arts and crafts, drama, and art.	X		
Students should be taught to enjoy music.		X	
Students should be taught to play a musical instrument.		X	
For children interested in art, there should be museum field trips.			X
Students should be encouraged to participate in extra-curricular activities	X		
Extra-curricular activities should reinforce course content.		X	
Clubs and organizations should have open memberships so that any student may belong.	X		
There should be a greater variety of outside activities (extra-curricular activities) after school and in the evenings.	X		
There should be a wide variety of intramural sports so that any student who wants to do so can participate.	X		
Activities centers should be provided for use in the early evening.	X		
Schools should offer summer recreation programs for the students.		X	
School spirit should be encouraged.	X		

In Philadelphia parents who discussed such activities were primarily concerned with the fact that activities were held after regular school hours and their children were not able to ride the bus home. Some suggested that activities be held during class hours:

> But I'm afraid, because after school coming home after 4 or 4:30, I'm worried, because I don't know what's going to happen with all those gang wars going on now. It's very good that they have the activities for the kids, but a lot of parents will not let their kids get involved, me for one. (Phil)

5.4 Moral and Ethical Development

The fourth area of discussion in the domain of personal and social maturity was moral and ethical development. Table 14 presents related statements. As with the area of self-development, parents either talked at some length about the part education can play in moral and ethical development, or they did not mention it. A basic issue emerged from the comments: that of the role of the school versus the role of the home and of the church. This was nowhere more evident than in parental comments about the teaching of values and attitudes:

> Their obligation is to teach them, prepare them for college or work. I think the rest would have to come from the parents. I think parents have to teach their children how to cope. It would be great if you could have a child, raise it till its age to go to school and then send it to school and expect the teachers to teach them everything and then they come home and they're perfect little angels. (Phil)

> You know it's kind of hard to know what a school should teach a child and what they should be taught at home, and they should be taught at church and sometimes I think schools teach them too many things that really don't have much to do with what schools should teach them. I mean, they need good morals, but I don't really know that that is the school's responsibility. Although, I think maybe if

Table 14

Statements Related to Moral and Ethical Development

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
School and church groups should be kept separate.		X	
Moral education should be the total responsibility of the school.	X		
Classes in religion should be available to those who want them.	X		
Prayer should be put back into the schools.			X
School teachers and counselors should be good Christians.			X

> teachers and other people that they are in contact with in high school have an idea of good morals and bring this through in their teaching that this would help; but some of these things aren't just the school's responsibility either, you know. The home, the church, the community as a whole must enter in and it doesn't seem fair to say that the high school should have to teach them all these things because they really probably shouldn't. (Albuq)

In spite of the obvious dilemma about the part the school should play, it was clear that many parents thought the school should do something in the area of morals and ethics. For the most part, parents expressed the idea that many students today do not have established values. It was mentioned that the students today have had so much emphasis placed on their rights as human beings and as citizens, that morals and ethics have been lost as a result. A sense of unease about this came through in many of the interviews:

> In our attempt to be so terribly objective and intellectual, we have overridden some of the things that, as a human being, are very necessary. We have not enough core values and I think the kids are literally asking and begging for this, and everyone is afraid they will sound opinionated. I haven't heard any of the children make the remark that life is valuable, life is good, and that they are part of a good thing. (Albuq)

> I think they can be taught at school level . . . to get good firm moral values established. [Students] don't care. . . . But that is because to me the emphasis has been changed from the person who can contribute, to the right that no one can make you do anything. (Albuq)

> For the children who don't have home life, teach those children that you must have self-respect, you have to have civic pride. Anyone can just live in a house, but it takes more than just living in a house, you have to be taught how to take care of it, and how to live with society, and that goes back to what the parents should have done. (Phil)

Some parents held that the schools should not teach anything about value systems, that it should be the total responsibility of the home

and the church. A few parents expressed the idea that values should be taught if the schools could "enforce parents' standards of behavior" and "foster ideas of the world and society which conform to parents' sense of values and attitudes." But generally this was not a well-defined issue in the interviews. It is possible that this was something about which they had not given a great deal of thought until they began the interview; the topic of moral and ethical standards often came up toward the end of the interviews, but no single question seemed to trigger this type of response.

Another topic on which parents expressed indecision about the school's role was the religious training of the child. Parents in Albuquerque mentioned optional religious courses; a few stated flatly that schools have "no business messing with religion." However, there was emphasis in Philadelphia on reincorporating religion and prayer into the schools. As one parent stated, "The perfect school would have the Bible in it." And one suggested a separate course:

> I don't think they have spiritual guidance, I think they should set a course aside just for that in school for the kids; it's very, very important. (Phil)

5.5 Summary

The domain of personal and social maturity is potentially the domain most open to discussion as to the role of the school. A number of viewpoints were elicited about self-development and social adjustment. The focus of the parents in Albuquerque was much wider than that in Philadelphia where they were almost totally concerned with the development of self-confidence and self-reliance:

> I think school should try to give them confidence because an awful lot of high school kids don't have this,

> and I think a lot of the teachers do a great deal to knock down their confidence, just the things that they say, just one word. I don't think they encourage them enough. (Phil)

The teaching of morals and ethics, including religious training, was the area which drew the most conflicting opinions.

6.0 Discipline

Three aspects of discipline emerged from the interviews. They were classroom discipline, the custodial function of the schools, and training in discipline to become a better member of society. A general theme flowed through the discipline comments: that students should be taught to conform to the rules and regulations of society whether by unquestioning obedience or by enlightened compliance.

6.1 Classroom Discipline

Classroom discipline was a topic about which parents in Albuquerque had much to say; statements are given in Table 15. There was an overall demand for stricter discipline, with the primary emphasis on teachers' and principals' role as enforcers:

> I really and truly think that there should be some kind of legislation passed where they should give the administrators more power in disciplining the kids. (Albuq)

> A perfect school would have much more control over the kids. There should be more and stricter discipline. (Albuq)

> Number one to have an ideal school, first of all, take the authority and put it where it belongs, in the hands of the teachers and principals. (Albuq)

Varied recommendations were made about discipline in the classroom. As examples of the range of recommendations, parents stated: "A threat should be followed with action;" "Schools should control gangs

Table 15

Statements Related to Classroom Discipline

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Teachers and schools should be stricter in disciplining students.	X		
Teachers should have the authority to discipline students.	X		
The teachers should have the authority to punish students physically.	X		
Schools should make sure that discipline is consistent from teacher to teacher.		X	
A discipline problem should be handled immediately.	X		
Teachers and prinicpals should treat complaints from parents objectively -- there should be no repercussions for the students.		X	
Teachers should be impartial in dealing with students.	X		
Schools should go back to the discipline procedures of 20 to 30 years ago.		X	
The seriousness of the method of discipline should match the seriousness of the wrongdoing.	X		
There should be a person at each school who acts as a mediator between teachers and students.		X	
Discipline should be the parents' responsibility first and then the school's.	X		
If a student is in serious discipline trouble, the principal should go to the parents.		X	

Table 15

(continued)

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Parents should be notified if their children misbehave.	X		
Discipline problems should be handled with the student, the parents, and the teacher as soon as they arise.	X		
Discipline should be handled by the principal.	X		
Discipline should be the result of proper training in the home.	X		
The principal should support the teachers on questions of discipline.	X		
Students who continually create discipline problems should be placed in a corrective school where the discipline is extremely rigid.	X		
Students who are not interested in learning should not have the same rights as the other students.	X		
Schools should have the authority to suspend students who create continual discipline problems.	X		
Schools should control gangs and fighting.			X
Students should be permitted to call teachers by first names.			X
Schools should have a strict dress code.		X	
Students should be prohibited from smoking in the school or on the school grounds.		X	
Teachers should make students stick to a deadline for assignments to be handed in.	X		

and fighting" (Philadelphia); "Schools should have a strict dress code;" and "Schools should set up conduct standards and enforce them." The general tenor of the Albuquerque interviews was the need to control students, to make them behave; almost a desire to return to the classroom discipline standards of the early 1900s.

A few Philadelphia parents were also concerned about rudimentary classroom discipline. Their comments were similar to those of Albuquerque.

> When they stopped punishing the kids, I think that was a very wrong thing to do. It made a lot of kids ignore the teachers more. I think that's really when they cut a whole lot of education out. (Phil)
>
> The student that's in the room should be disciplined right on the spot. Now when the discipline has to go further, the teacher should go to the principal. (Phil)
>
> When rules are regarded as a joke, you're sunk, and when discipline is lacking we're lost. This is what they must press, rules are rules, and you're not getting off because you think I'm prejudiced, or because you're Black or because you're White. (Phil)

Parents appeared to attribute the decline in academic standards and the failure of the schools to teach basic reading and mathematics to poor classroom discipline. Some believed that the lower standards were due to an increased emphasis on student rights and responsibilities:

> With all due respect to their civil rights. I really don't care what they think. We have let [students] go too far. We have given them a responsibility they have never shown they can handle. (Albuq)
>
> I'm afraid [teachers] don't have near the authority that they need. I think we should revert to a 30- to 40-year period backwards with regard to what the authority of the teachers should be. The students have no fear of anyone including the law enforcement officers, so I don't know what we're going to do. (Albuq)

Many parents advised physical punishment as a way to achieve stricter discipline. As one parent said, "I believe a teacher should hit the kids. I don't see anything wrong with it." While some Philadelphia parents also believed that teachers should be allowed to "spank" a child, a few expressed strong feelings against physical punishment:

> You know one time I went to school. They said if he [my child] do this one more time I got the ruler. I said you ain't going to put the ruler on none of my kids. You put the ruler on one of my kids, I'll come over there and put my ruler in you and you ain't going to like that. (Phil)

Another recommendation from the parents was to rid the school of trouble-makers, those students "who don't want to learn:"

> I think everyone should be offered an opportunity to be educated and those who don't want it and want to tear up the classroom, they should be taken away. Because my kids are suffering as a result of those so generous and patient with the problem kids. And I'm so sick and tired of that. (Albuq)

Others suggested a "corrective school where the discipline is very rigid" and suspending trouble-makers, although more than one parent took exception with suspension as a way to discipline students. A typical comment was:

> What I don't understand is when they suspend the kids. They don't get nothing out of that. The kids like that, they like to be free. They keep on doing the same thing so they can be suspended.

Rather than suspend students, those parents believed that other measures, such as revoking privileges, should be used.

A few parents thought they should be informed if their child were in trouble, particularly if it were serious:

> If a child is really difficult and in need of discipline the parents should be contacted personally, I don't think that any child that is a bad example to the other children should be allowed to stay in school. (Albuq)

Some parents said flatly that they did not know what to do about discipline. Here again, however, the conflict between school and home arose:

> Well, I certainly don't expect those in authority, such as the principal, to discipline my child. I think that is the family's responsibility. Of course, you have to have some punishment at school but I really don't know what kind. (Albuq)

> If they would discipline them at home and teach them at home we wouldn't have these problems that we are having today, but it starts in the home, it's got to start in the home. The schools can only do but so much. (Phil)

6.2 Custodial Function of the School

We suspect that the reason so many of the parents interviewed are willing to entrust discipline to the schools is either because they feel unable or are unwilling to handle it themselves. This conclusion is based in part on interview responses which were indicative of the custodial function of the schools. Table 16 presents statements indicating the custodial function of the school. Some parents stated that one function of the school is to take the children off the parent's hands, that schools act as babysitters and keep the students off the streets and out of trouble:

> I think in some cases the schools now-a-days are strictly someplace to send the child to keep him off the street and out of mischief. (Albuq)

> I think what they're doing is babysitting, but they're not doing a good job. (Phil)

Several Albuquerque parents referred to the custodial function of the school but it was clear that their opinions went beyond the

Table 16

Statements Related to the Custodial Function of the School

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
A major function of the school should be to take the students off the community's hands a few hours each day.	X		
Parents should be notified if their children are absent.		X	
Schools should be stricter in checking attendance.	X		
The school day should be at least 7 hours long.	X		
The daily schedule of the students should be structured -- with no free time.	X		
Classes should be held on a 12-month basis.	X		
Daily attendance in each class should be required.		X	
Students should be at least 18 years old when they graduate.	X		
Students should be prohibited from driving cars to school.		X	
Schools should have a closed campus.	X		
There should be better supervision and security on the school grounds.	X		
Schools should control the drug problems on the school grounds.	X		
There should be drug prevention programs for students.		X	
Classes should be held to show parents what to do if their children have a drug problem.		X	

Table 16

(continued)

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphi parents
Films on drugs and drug abuse should be shown for the parents.		X	
Parents should be notified if their children are found to be using drugs.		X	
The teachers should act as the parents once the child leaves home for school.			X

idea that schools serve as babysitters. They recognized that schools do have students physically for several hours each day, but they did not want the responsibility of the system to stop there. They wanted the time students spend in school to be productive; they wanted some evidence that students are learning while in school. Their idea was that if students have to be disciplined in order for them to learn, then teachers and administrators should do just that:

> If I were to babysit with someone's child for eight hours, I should have the authority to correct that child. I feel like the school, even though it is not a place for babysitting, realistically that's what it's doing. (Albuq)

> We shouldn't think of the school as babysitters. You know. Because a lot of mothers have to go to work. I have to because I'm widowed. But we like to see kids in school because there's nowhere else. And this is not really good. (Albuq)

Many parents seemed to believe that longer periods of time in school would result in students learning more. A few parents suggested that students should be kept in school until they reach the age of 18; others suggested that schools should be in session for 12 months. One parent recommended that students go to school for nine months and be sent away to work for the other three months. Several parents in Albuquerque suggested extended school days, enforced class attendance, and classes every day as other ways to improve learning while keeping students in school:

> The hours are a lot shorter; I think they go to school about 4 hours. When I used to go to school we went in at 9 and were out at 4 and now they go in at 8:30 and come out around 1:30. That's too short. They have a lot of time on their hands to go and do what they please. At least if they gave them 6 hours of school instead of 4 it would allow them less time to be out in the streets. (Albuq)

I find that they only go to school until 2:20 in the afternoon. I think that they're not getting their full school time. I really think that the actual number of school hours is really cut down to the minimum. I object to that. I think they're all out on the streets a little too early and I think they could be utilizing that time. (Albuq)

[He] had 3 free periods. That is 3 hours without anything to do. They go in at 8:30 and come out at 2:00 and take 3 hours out of that -- when are they learning? (Albuq)

I think some just go to 12 noon on 2 days a week and to 2 pm on 3 days. That time is an awful waste. This is to prepare them for a job or college? (Albuq)

The custodial function of the school was evident in Philadelphia, too. As in Albuquerque, parents were concerned that time in school be productive; some parents viewed school hours as a way to prevent "idleness" on the part of the students. The custodial role was seen as providing a safeguarding function for student, parent, and community; it keeps students busy and out of trouble.

More homework, something to keep them busy, a little busy than they are because the parents are going to have too much to do. (Phil)

I would love to see that some of these children have jobs, so that they won't be able to just run the streets and get into trouble. I think that will happen if they are not given jobs, they will just hang on street corners or sit at home and get lazy, the mind just gets idle. (Phil)

There was hardly any emphasis on class scheduling and attendance in Philadelphia, however. But another type of custodial function was referred to: acting as a parent once the child is in school.

The riots and things that have gone on down there, we have really no control over that, you know. I myself have lived in fear, and have always told the boys that as soon as any trouble came, that they were just to come home, not even go to their lockers and take their coats or anything. They've had so much trouble down their. (Phil)

> But in a lot of these schools, kids fight in these schools, getting stabbed, getting cut, getting shot. Maybe it might sound stupid but I really think, I really think the children should be searched before they go to their classroom. (Phil)

> Solve the problem of how they can handle these children without having guards in the hallway and having policemen outside on the street corners, that you are really afraid to send your children to school. (Phil)

> My son has a fear of being kept after school. He knows that once the buses leave he has got to walk three blocks to catch another bus and that is three blocks he has got to walk through this neighborhood and he could be chained. (Phil)

Albuquerque parents, too, were concerned with protection and security, but of a different kind. They wanted schools to control drugs and to set up active drug prevention programs. They wanted to be notified "if [my] child is on drugs." Programs on drug abuse, to train parents about how to deal with their children and to provide basic information, were also suggested.

Parents interviewed in Albuquerque also wanted their children protected while they were in class and on the school grounds. They suggested that outsiders be kept out of the school, that students be better supervised on the ground ("Kids shouldn't be allowed to smoke in school") and better physical protection ("Fences should be placed around drainage ditches").

6.3 Self-Discipline

A different aspect of discipline was referred to by Albuquerque parents -- training students to be self-disciplined. The two statements related to self-discipline are given in Table 17. Parents commented that discipline leads to respect and that better attitudes

Table 17

Statements Related to Self-Discipline

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Schools should teach self-discipline.	X		
Students should be required to take a course from an instructor even though they do not like him or her.		X	

are the result of requiring more self-discipline. In general, the remarks about self-discipline are summed up in the words of one parent: "Discipline should be training, not unquestioning obedience."

6.4 Summary

Parents attributed low academic achievement to poor classroom discipline and to the few hours spent in productive class time. To help alleviate this situation they suggested more and stricter classroom discipline, more time in school, and more self-discipline. Philadelphia parents were concerned that students be kept in school, not only to learn, but to keep them out of trouble.

A general theme running throughout the interviews was that of conforming to rules and regulations and to the standards of society. This theme was remarkably strong in the Albuquerque interviews. Comments from an Albuquerque parent are characteristic of those who focused directly on the issue:

> Just telling a child this is what is expected of him, this is what he must do. He has to conform within a certain structure because society exists. And somebody along the way has to tell him "no" sometime. And I think too many are just being let go with any excuse they want to give as long as "I felt like doing it; I wanted to do it; this is how I felt at the time." This seems to get them by. And there doesn't seem to be enough making them realize that they have to be responsible for their actions. I really feel that this has to start from the top.

7.0 Community Service

Parents in both cities suggested that schools provide services to members of the community other than students. Statements are given in Table 18. They felt that this function of the school was not being fulfilled:

Table 18

Statements Related to Community Service

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
The school buildings should be available for community use the year around.	X		
School should play an active role in community life by providing services for the community.	X		
The entire community should be involved with the high school and its activities.	X		
Schools should offer adult education classes.	X		
Schools should provide classes for parents to teach them how to give their young children a background for formal learning.		X	
Schools should offer complete athletic programs for the community.		X	
There should be a community relations person to discuss school and student activities and problems with the parents.	X		
There should be more community activities in which students can take part.	X		
Night school for students should be offered.	X		
Administrators should be active in both the school and the community.	X		

Table 18

(continued)

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Students should not be allowed in places of business during school hours.		X	
Schools should put a stop to door-to-door selling by students.	X		
The state should sponsor community based projects at the schools.			X
Neighborhood Youth Corps Programs should be offered.			X
There should be babysitting services for students who have babies.			X

> There's nothing that I know of that they do for this community, not nothing at all. (Phil)

Several services that the school could provide for the community were touched upon. The one mentioned most often was adult education; parents suggested evening and weekend classes for members of the community. As an example of courses which could be offered, an Albuquerque parent suggested that classes be given for parents to learn how to give their young children a background for formal learning. Another parent recommended that high schools furnish library service for community members. The desire for such education was poignantly expressed by a Philadelphia parent:

> When I was coming up a few schools were left open at night, and there were some parents who went there to be taught. That went with progress also. (Phil)

Philadelphia parents were concerned with services for senior citizens. They suggested that students assist older persons by running errands, buying groceries, and just simply visiting them. Hot lunches for the needy were suggested by Albuquerque parents.

Many parents believed that facilities of the school are underutilized. It was urged that sports facilities (as well as the school buildings) be opened to the public:

> I think that many times our school facilities, the buildings, are not used to the fullest extent. There are some organizations or groups that would definitely benefit by use of the school physical plant. It could be used for night studies programs. (Albuq)

A few Albuquerque parents advocated that schools take the lead in community affairs. A community relations person was recommended, to inform citizens about the affairs and policies of the school system. It was suggested that schools be the center of community affairs and provide entertainment functions:

> It must not be doing a heck of a lot for the community. The school [I went to] had a definite function. There was nothing else to do. The only thing people ever did was to go to functions of the school, so it was the coalescent body for the entire community. (Albuq)

7.1 Summary

A variety of services that the educational system could provide for members of the community were suggested. These included night and weekend classes for adults, lectures and special classes, services for senior citizens, and access to facilities.

8.0 The Educational Process

Parents in both cities discussed the process function of the schools -- the people and procedures used to implement the education of the students. However, Albuquerque parents interviewed were much more expansive than parents interviewed in Philadelphia, and the range of their concerns was generally broader. Seven areas pertaining to the educational process emerged. Three were directly related to teachers: personal characteristics, classroom methods, and qualifications. Four areas were associated with the operation of the school itself: the facilities and equipment, food and medical services provided, the relationship with the parents, and the management.

8.1 Teachers

A primary focus of the interviews with the parents in Albuquerque was upon the teachers in the school system. It appears that Albuquerque parents are looking to the teachers to make the system work; the teachers are the components in the system whom parents hear most about from their children, to whom parents can talk, and perhaps

as a result, whom they hold primarily accountable for the education of their children. Table 19 presents statements related to teachers.

8.1.1 Personal characteristics. Parents in both cities were concerned that the quality of teaching has deteriorated, and along with lack of discipline and class time, viewed this deterioration as a direct cause of the lower academic achievement of students:

> It seems like, to me, the quality of teaching has gone down considerably in the last 10 years, since my children entered school. And I think your physical building and your visual aids and that kind of stuff is not as important as the type of people you have for teachers. . . . It's getting harder every year to say, "That teacher's right; she knows what she's doing." Because some of them don't know what they're doing and this is hard to admit to the kids. It's hard for them to learn from. As far as curriculum or what they would take, I don't think it's as important as the caliber of the teachers. I'd like to pay them more and give them a little more counseling and have it more respected. (Albuq)

Specific suggestions were made for improvement of the quality of teaching. One that was mentioned often in both cities was teacher dedication. Parents believed that too many teachers view their work as "just a job, not a calling." They wanted teachers to be totally committed to their students:

> I can't think of a truly dedicated teacher -- this illusion or myth. A teacher teaches 4 classes a day. I think we are paying for it; we are paying dearly for it. (Albuq)

> Teachers that inspired some basic learning for me were teachers that were dedicated teachers -- they lived their whole life teaching. I don't know if I was a teacher if I could do that either, so maybe what I want would be an impossibility but there has to be some way because we are educating a lot of imbeciles -- they are getting degrees, but they are not learning. (Albuq)

Table 19

Statements Related to Teachers

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Teachers should be enthusiastic about the subject(s) they teach.	X		
Teachers should take more interest in their students.	X		
Coaches should realize that they are teachers and educators as well as coaches.		X	
Teachers should set a better example of adulthood.	X		
Teachers should earn the respect of their students.		X	
A teachers should make the class interesting.	X		
Teachers should be more dedicated to teaching.	X		
Teachers should be more involved with their students outside the classroom.	X		
Teachers should show respect for the students.	X		
Teachers should be more forceful.	X		
Teachers should work an eight-hour day.	X		
Teachers should be honest with the students in discussing their work.	X		
Teachers should give more individual attention to their students in the classroom.	X		
Teachers should teach as they did twenty or thirty years ago.	X		
Teachers should demand a higher level of performance from students in their classwork.	X		

Table 19

(continued)

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
There should be competitive activities in the classes in order to create student interest.		X	
Teachers should explain assignments clearly and fully.	X		
When presenting a controversial issue, teachers should give all sides of the issue.		X	
Teachers should <u>not</u> put so much emphasis on material things such as making a lot of money.		X	
Informal discussion groups should be held in the classroom instead of having lectures.	X		
Teachers should make their courses challenging to the students.	X		
The usual seating arrangement where desks are lined up should be eliminated.	X		
Teachers should encourage students to seek knowledge on their own.	X		
A substitute teacher should not spend the class period doing nothing or giving to the class what the pupils report to be their assignment.			X
Students should be used to teach teachers.			X
There should be discussion groups of 10 to 20 students meeting before school or during lunch period to talk about academic and school-related matters.			X
Teachers should be credited for good things that happen at a school.			X

Table 19

(continued)

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Teachers from outside the ghetto should not be allowed to teach in the ghetto, because they don't understand the kids.			X
Teachers should be free of any extra responsibilities so that all they do is teach.	X		
A teacher should find a way to motivate the students to learn.	X		
The schools should try anything to keep students motivated and in school.	X		
The principal should be stricter and not allow students to drop out because they want to.		X	
A work-study program should be offered to keep potential drop-outs interested in school.	X		
Teachers should be hired only if they are competent in their subject matter.	X		
In selecting teachers, more emphasis should be put on their personality and emotional stability.	X		
Teachers should receive higher salaries.	X		
Teachers should stay up-to-date in their subject area by continuing study.	X		
Teachers should be periodically evaluated on performance so that tenure is not abused.	X		

Table 19

(continued)

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
A teacher's capability should be that his college preparation gives him ability to cope with pupils.			X
All teachers and principals should be fired and the school set up from scratch.	X		
Subject matter should be up-to-date.	X		

> Most of the kids don't really want to learn; they can see no meaning or purpose in it. I think we really need to go back to dedicated teachers because I know dedicated teachers did me more good than any other thing. (Albuq)
>
> Right now, it's a second job for a lot of [teachers]. Home they go at 12 or 2 and they don't want to be bothered. (Albuq)

There was also emphasis upon having teachers who care and who take a personal interest in each of their students:

> Well, I am not going to name any teachers in particular, but I feel if a teacher doesn't like children, they have no business teaching school. I feel that a teacher in order to teach has to like children. (Albuq)
>
> [For a perfect school] I'd go find me teachers who cared . . . I'd start with teachers. (Albuq)

Several parents thought that teachers should be willing to work with their students after school or go to the student's homes in the evenings.

Parents also wanted teachers to be interested in and like what they are teaching and enthusiastic about what they are doing:

> Classes that are taught by teachers that are interested in teaching the children. I want my children to have a teacher that is interested in teaching, in opening up her room to learning that is not necessarily acquired through books. (Albuq)

In addition, parents believed teachers should generate enthusiasm in their students for the material being taught. Along this same line, it was suggested that teachers should make their courses more interesting to students.

There was also consideration of personal qualities of teachers: a sense of humor, friendly, and helpful. Parents thought that teachers should set standards of behavior -- they should dress conservatively, not act like "one of the kids," should maintain the dignity of a teacher, and should not smoke in the school.

8.1.2 Classroom methods. It was clear that parents believed that quality of teaching is directly connected to high academic standards. As one parent stated, "Successful learning depends on the teachers." But parents felt free to recommend methods to be used to help improve those standards. Foremost among those recommendations was that the teacher should give more individual attention to the student. This revolved mainly around complete and clear explanations. For whatever reason, parents thought their children were not receiving adequate explanations of classroom material and that homework assignments, when given, were often presented cursorily. Thus, recommendations were made that more time be spent in explanation and that the teacher should make sure that each student understands all explanations. Parents who talked about it felt quite strongly that teachers should "teach and not just tell the kids to go get it from the book."

A few parents suggested that the value of a course depends upon the teacher's presentation of the material rather than upon the content. One parent suggested that teachers should inspire students to seek knowledge on their own, while another suggested that learning should be a challenge.

Parents in Philadelphia expressed the opinion that teachers cannot provide the complete solution for the problems existing in the schools. They felt that, no matter how good teachers may be, some children may not want to learn:

> Some of the children, if they are not too interested, regardless of how the subject is taught, they are not going to learn anything. (Phil)

> You can't expect the teachers alone to do it all, it should be a combined effort from all sides. The administration, the students, and the parents. (Phil)

An interesting dichotomy arose in the Philadelphia interviews. A few parents expressed the view that teachers who work in the ghetto schools should be from the ghetto originally. The reasoning was that only persons who have lived there will be fully able to understand and assist the students who now live there:

> So many in the community can be an asset because of teachers and members of the community. By using the teachers in the community, they know the problems (rather than using outsiders), they could work here with the situation. (Phil)

It was obvious that some Black parents did not want Anglo teachers for their children:

> They had a lovely [Black] male teacher over there; he was dedicated. The time, the patience, and you could just see the love that he gave to the children. And [the new White teacher] doesn't have it, she's a slob from the Northeast, she doesn't need to be down here teaching no ghetto kids. Because she don't have no compassion for them. I mean she has no feeling for them, but I mean he was raised in this area and he knows and his heart goes out to all three races, and this is what should be. If you were born in a certain place and you can go back and do for, for that, do that. If the White come here from the great Northeast, anywhere, and they just want the job down here, they shouldn't have it. As far as I'm concerned, they shouldn't be allowed down here, because they don't understand us, they don't understand the kids. It's a job. (Phil)

An opposing viewpoint among Black ghetto parents was that teachers should be brought in from the suburbs to teach in the ghetto schools. The feeling was that the best teachers go to the suburbs -- they care more, take more interest in their students and as a result, students do better and problems are fewer.

Parents in both cities were concerned about the motivation of their children -- that they were not being kept interested in school. Consideration was given to the problem of high school dropouts.

> Well, if this school was really a perfect school, it would keep the kids interested. They would be in the school and not around the steps of the community. (Phil)

> I think a lot of times we fail so many of our children. The ones that drop out of school could be kept in through a work-study program, where the student is allowed to work part-time, go to school part-time. (Albuq)

> Motivate them and offer them the things that they want and not look down upon it if they want trades. Then we will be able to keep some of the dropouts [in school]. (Phil)

8.1.3 Teacher qualifications. Parents also considered the qualifications of teachers. It was suggested that standards for hiring be raised. Parents wanted "highly qualified" teachers and some suggested that more emphasis be placed upon the personality of the teachers in selection. Parents also believed that teachers should be "a source of all kinds of information, not just one subject." It was suggested that teacher training be improved. Ways to improve training which were suggested included more training in psychology, and training to recognize physical, mental, emotional, or learning problems that students might have.

One way that some parents believed would improve teaching standards was to increase the salary of teachers. And, as might be expected, some believed that teachers now make too much for the work that they do and that teachers generally are so involved with obtaining more pay that they do not have time to teach.

> Probably the teachers deserve more pay. They do a marvelous job with all these kids. (Albuq)

> Teachers are underpaid, 'cause they go through, they go through so much, well to school and they invest so much in and then . . . they don't get paid. . . . If we didn't have the teachers, I don't think, who would provide the education for the kids? (Phil)
>
> Just have the teachers get with it a little more, because I really cannot buy the over-worked, overloaded bit because of the number of students. I just think that the teachers are not as motivated as they should be, they are so hung up on their pay and how little they get. They put their time in and collect their paycheck and that's about it. (Albuq)

One parent recommended that schools "pay teachers according to what they produce."

Another method suggested for improving teaching standards was to carefully evaluate the policy of awarding tenure to teachers. Some recommended that tenure be abolished; some that tenure policy be revised so that teachers could be re-evaluated periodically. One parent suggested that teachers be tested to discover whether or not they can teach.

> I am not sure about the tenure problem. I feel this is a thing we need to look at very carefully, whether or not teachers can become so entrenched in a school that there is no was they can be evaluated fairly and I think tenure is a situation that we need to look at very carefully. (Albuq)
>
> In my high school I would try to devise some way for testing teachers. I think a lot of teachers cannot teach and I think that a lot of teachers should not be teachers and I would like to find some way to eliminate this type of teacher. (Albuq)

It was also recommended that teachers continue their own education while they are teaching in order to stay current in their content area.

The total portrait of the high school teacher was of a "perfect" teacher: dedicated, caring, enthusiastic, a model of adulthood, a complete source of information, able to reach all students regardless of their problems, friendly and helpful, yet strict and demanding,

inspiring and exciting. Parents appeared to want to return to the ideal teacher of early America: that paragon, that perfect example for their children; someone to be put on a pedestal, who could solve their problems and be totally committed to job and community.

8.2 Operation of the School

8.2.1 Facilities and equipment. The primary concern about facilities and equipment was that they be adequate and up-to-date; statements are given in Table 20. Parents in both cities commented that all schools in a city should be equal in the facilities and equipment that they have. Parents who live in the ghetto in Philadelphia were especially troubled by the thought that their schools -- the ghetto schools -- were not equal. The opinion was that suburbs and the northeast sector of Philadelphia had more and better everything:

> I read articles on the northeast where they have equipment and laboratories -- well-equipped for the students. So if the northeast has it, why can't the rest? Give the children down here in the ghetto that chance. (Phil)

> I feel they do not have the equipment that the suburban schools have, the teachers in these area schools, they don't care like the suburbans or the higher sophisticated White area schools do. (Phil)

Albuquerque parents were more concerned that school facilities be large enough, modern, attractive, well-landscaped, open, light and airy, and that no barracks be used for classes:

> I think that if I were setting up a new high school, of course, the physical plant is very important. That's your structure and you would start with that first. I would have a design that would have a feeling of openness. I think that's very important. Light, bright, and open, so that it would give the feeling to the students of being able to be free in thought. (Albuq)

Table 20

Statements Related to Facilities and Equipment

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
The school buildings and grounds should be attractive and pleasant for the students.	X		
Schools should have better parking facilities.		X	
All schools should have up-to-date audio-visual teaching aids.	X		
Textbooks should be up-to-date.	X		
If a textbook is required in a class, each student should have one.	X		
Schools should have well-equipped science labs.		X	
There should be enough classrooms so that students can take any subject they want.	X		
Schools should have better athletic facilities.	X		
Students should be provided with calculators in math classes.		X	
Buses should be provided to transport students to school-related activities.		X	
All schools should be properly equipped, regardless of the area in which they are located.			X
Foreign language courses should be taught in labs with up-to-date recording and listening equipment.		X	
The school building should be air conditioned.			X

Parents wanted classroom equipment to be adequate and modern. Calculators for math classes were suggested as were audio-visual aids for classes, language lab equipment, and modern equipment for science labs.

Another concern of the parents was the textbooks provided for students, not about the content *per se*, but that textbooks were outdated. Some parents also thought that there often were not enough textbooks for every class.

8.2.2 Food and medical services. The primary concern about the provision for care of the health of the child was about the food services in the cafeterias. Suggestions are given in Table 21 and included complete, hot meals, a snack service, improvement of quality and a longer lunch hour:

> I don't think the school lunch is well-balanced at all. It's too starchy. There should be more fruits and vegetables. (Albuq)

> I think they could change the lunch program some too, have a different menu each day. My kids tell me that they have hot dogs today and tomorrow they give them hot dogs that were left over. Grown people get tired of eating the same things over and over again; how can they expect kids to want the same things. (Phil)

The primary concerns about medical services were that a nurse be on duty and that parents be called if their children are sick.

8.2.3 Parent-school relationship. Parents believed that teachers and school administrators do not spend enough time communicating with parents. Table 22 presents the statements. There was a feeling that parents are excluded from this important part of their children's lives. Requests were made that more parent-teacher conferences be held, that progress reports be sent to parents every month, and that principals take the time to meet with parents.

Table 21

Statements Related to Food and Medical Services

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Cafeteria food should be improved -- both in quantity and in quality.	X		
Lunches should be free.	X		
Cafeterias should provide a regular lunch service.	X		
Cafeteria prices should be lowered.		X	
Teachers should not be served better and more food than the students.		X	
The student lunch hour should be shorter.		X	
Cafeterias should provide a snack service.		X	
A nurse should be on duty in each school.	X		
The parents should be notified if their child becomes ill.	X		
The children should be given more check-ups especially when the parents don't take time to find out if the children are well or not.			X

Table 22

Statements Related to Parent-School Relationship

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Parents should be sent informal progress reports once a month.		X	
Parents should be told about the good things their children do.		X	
Teachers and principals should visit families to discuss the attitudes and/or behavior of the children.	X		
Parents should be notified any time their children are not doing well academically.	X		
Parents should be able to have conferences with the counselors.	X		
Administrators, teachers, and counselors should work together and with the parents.	X		
Schools should send parents a newsletter about school activities.	X		
Parents should be told how the students are allowed to select their class schedules.		X	
Parents should have a voice in matters such as the time for teacher-parent conferences and teachers' meetings.	X		
Teachers should be available for private conferences with the parents.	X		
There should be more PTA meetings so parents will know more about the schools.	X		

Table 22

(continued)

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Schools should reach out to the parents.	X		
The parents should take the responsibility for establishing the parent-teacher relationship.	X		
The school and the community should work together to produce new ideas for the classroom.	X		
All adults in the community should learn about the administrative and academic structure of the school.		X	
Parents should be more involved with the schools.	X		
It is the parents' responsibility to direct their children not just to expect the school to educate them.	X		
Teachers should be taught to feel a responsibility to the parents.	X		
Parents should be trained to help out with school programs.			X
The community should hold special affairs to help the schools financially.			X

> I think the ideal situation would be for a teacher to have . . . two periods off. One period specifically designated for communication with parents. (Albuq)

> More contact should be made with the parents. The contact should be made in such a way that [parents] are needed and wanted to participate. (Phil)

On the contrary, several parents made it explicit that such communication requires effort from the parents, too. They suggested that parents actively try to be more involved with the schools, and recognize that they, not the school, are ultimately responsible for their children:

> We [parents] have abdicated and abandoned our responsibility, much as we have in politics. We have relegated governmental leadership and then we find out that [leaders] are crooks. I think this is a condemnation of our responsibility as citizens. We haven't really taken the time to understand and know what's going on. Instead we've swallowed it hook, line, and sinker. (Albuq)

8.2.4 Management. Some discussion centered around the control of the schools. There was concern about the intrusion of government into education, at both a state and federal level. There was a call for letting decisions be made at the local level, a belief that government does not, and cannot, know what is needed in the local community:

> The state government should stay out of education. How can the government know what's going on in the community or what our children really need. (Albuq)

Several parents suggested that policy should be made by professional educators -- "those who know" -- while others felt taxpayers should have full control of school policy:

> I like the idea of community schools where the whole community has something that they can share. We should not leave the education of our children to just a few professionals. We should all have something to say about it. (Albuq)

Statements related to the management of the schools are given in Table 23. Some discussion was devoted to school boards, much more so in Philadelphia than in Albuquerque. It was suggested that the school board members be periodically evaluated. Some parents thought that school board members should visit schools to discover what is actually happening:

> They should get up off their little fat behinds and see what's going on, because they're only going by what's down on paper. (Phil)

Whoever makes the policy, there was a belief that funds provided for education could be spent more wisely. One Philadelphia parent spoke of promises made but not kept, and another thought ghetto schools did not receive an adequate share of funds:

> Distribute money where it's needed. This equal shareness is another thing; many communities lose out who need it much more. For instance, the reading ability in the Black community is much less, the ability to read is much less than the northeast. It's because of racism. Because they say why spend it on the Blacks? So, therefore, if we have a chance to spend it on someone, spend it on Whites. (Phil)

Busing was a focus of attention of Philadelphia ghetto parents; the topic was not mentioned in Albuquerque. The general opinion of Philadelphia parents was that busing should not be allowed. Their belief was that if the schools in the Black neighborhoods were equal to those in White communities, both in facilities and in quality of teachers, that busing would not be necessary:

> [An] ideal school should be set up here in my neighborhood, the ghetto. Then they would not have to bus. (Phil)

> No one has tried to stop the busing. I feel this is one of the reasons why the children are not getting the education that they should. (Phil)

Table 23

Statements Related to Management

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
The community should have full control of the school.	X		
Teachers should have full control of the school.	X		
School board members should be elected by people who work in the school system.			X
The school board should have a better relationship with the teachers.		X	
School board members should conduct site visits to the school to see what's going on.			X
Schools should have more funds than they do now.	X		
Schools should provide financial assistance for needy students.			X
Schools should be held accountable for their actions.			X
Schools should spend their money more wisely.			X
Activity and class fees should be paid by community funds.	X		
There should be no busing.			X
There should be a policy to handle transfer students.	X		
There should be fewer students per teacher in the classroom.	X		

Table 23

(continued)

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Schools should provide modular scheduling as the best way to meet student needs.		X	
There should be enough sections of each course so that every student can take the courses he/she wants or needs.		X	
Registration should be simplified.		X	
Schools should <u>not</u> operate on a split-shift.	X		
Administrators should show respect for the students.		X	
The principal should take more time with the students.		X	
The principal should be concerned with the teachers and the problems of the school and less involved in administrative details.		X	
Each high school should have at least two principals.		X	
The area superintendents should learn more about the principals in their area.		X	
A teacher should <u>not</u> be promoted to the position of administrator.	X		
School office staff should try to understand students.			X
The school office staff should be more efficient.	X		
Counselors should <u>not</u> have to teach or deal with registration.	X		

Table 23

(continued)

Statements	Stated by parents in both cities	Stated by Albuquerque parents	Stated by Philadelphia parents
Students should be able to see the counselors when they want to.	X		
Administration of the schools should be decentralized.			X
Students should be allowed to select their courses.	X		
Ninth grade should be a part of the high school.		X	
Provisions should be made to reach homebound students.		X	
The student exchange program should be continued.		X	
Transportation to and from schools should be provided.	X		

I don't think no child should be bused from a community to get no education. I feel all these schools should be equipped so these children could stay home. (Phil)

One Philadelphia parent complained about the lack of coordination between schools, that different schools teach and require different things, making it very difficult for transfer students:

My biggest complaint is that there's a lack of continuity throughout the schools in the system. That children at X school are being exposed to one particular thing. Let's take a good example: math. The children in school X are having modern math and the children in school Y are still under the traditional approach. So if the child in school Y transfers to school X, he's automatically behind those children in the school he transferred to. That applies to all subjects. (Phil)

A concern among Albuquerque parents was pupil-teacher ratio. Everyone in Albuquerque who mentioned this believed that classes have too many students -- that class size should be smaller and, if necessary, more teachers should be hired:

I think that what would help my boy is that instead of having 30 or 35 kids in a class, that they cut these classes down to 15 or at the very tops 20 students in a class. I think this would give the instructor more time to give the students a little more individual attention. I think that he could control the class a lot better. (Albuq)

In my ideal school we'd have enough teachers where if the child wanted to take something they could. (Albuq)

I think the main thing would be to have enough teachers and staff that the children could have a little more individual attention. (Albuq)

And the parents did not like the procedures schools use to cope with overcrowding problems.

From my point of view, when they started the modular scheduling, the school and administration sold the kids down the river to get government money. Now maybe the plan sounded good and they didn't realize what they were getting into, but I feel somebody should have had enough sense to know better. (Albuq)

> This shift, like two or three shifts in school, I don't think that's so good, 'cause you can't learn nothing like that, I don't think. Build more high schools where they all won't be so overcrowded. (Phil)

8.3 Summary

Parents in Albuquerque had a great deal to say about teachers and the deterioration in the quality of teaching. They talked about teachers' personal characteristics, classroom methods, and qualifications. In doing so, parents gave a picture of their idea of the perfect teacher, one who is dedicated, knowledgeable, a good disciplinarian, yet fair and friendly, and generally a good model of adulthood for the students. Philadelphia parents offered two ways to improve teaching standards in the ghetto schools: to hire only teachers who have lived in the ghetto and, in direct contrast, to bring into the ghetto teachers who are presently teaching in suburban schools.

Parents wanted school facilities and equipment to be adequate, up-to-date, and equal from school to school. They also suggested that both school personnel and parents should make greater effort to establish communication.

Recommendations about school management revolved around control of policy, wise expenditure of funds, busing, and pupil-teacher ratio.

9.0 Conclusions

In the Elicitation Interviews, there were few differences among parents as to their concerns for the education of their children. They focused primarily upon a core of educational services of importance to them. At the center of this core was the need for emphasis upon basic skills and the need for an effective education -- one which establishes the foundation for the child to do what she/he wishes for a vocation,

which assists the child to contribute to a family unit and to the community as an adult, and which enables the child to become a capable, well-rounded person. Rather than asking for new programs and innovations, the focus of all parental interviews was upon the quality of education. Parents asked that standards be raised across the educational system -- in courses, classroom methods, teacher characteristics and qualifications, and for student achievement. Parents made many specific suggestions for achieving higher standards. We found these suggestions to be conservative and pragmatic.

Parents recommended that some practices, such as busing, be stopped, but they did not ask for one thing that school systems are not now doing. Rather, there was a turning to traditional values and to conventional classroom procedures. They seem to be looking to the educational system to provide a sense of continuity and stability in their lives and in the lives of their children.

With the extreme divergence between the two cities of Albuquerque and Philadelphia, we had anticipated that the interviews might be as different as the cities. This did not prove to be the case, however. Instead, goals expressed by parents were remarkably similar, and a core of concerns common to parents in both cities emerged. It was only beyond this core of common concerns that some differences of opinion arose in the interviews. Parents in Albuquerque discussed the need for teaching consumer skills; this was not mentioned in Philadelphia. Differences also arose over the topic of discipline. Albuquerque parents stressed control of students in the classroom and the need for students to obey the rules and regulations. Philadelphia parents were distressed about

"gang wars" and the effect they had on their children. It was suggested that schools act as a type of protective agency, protecting their children from other students and the community from the gangs.

Philadelphia parents discussed the topic of busing; neither Black nor Anglo parents wanted their children bused. Instead, Black parents wanted facilities, equipment, and teachers to bring neighborhood schools up to the standards of suburban schools.

One overriding difference among the interviews in the two cities did emerge. While not articulated in terms common to educators, Philadelphia parents did address the issues which have been the cornerstone of federal educational policy and interventions during the last fifteen years. As mentioned, they did not approve of busing practices; they did not articulate demands for desegregation or equality of access, but rather for equality of opportunity *in the neighborhood school* where neighborhood children attend. The parents interviewed in Philadelphia showed an inward focus of their concerns, stressing what could be done for their own child or for them. They looked to the school to provide financial assistance and guidance for future vocational plans, even to the extent of determining exactly what the child should do. Although not precisely stated, Black inner cities Philadelphia parents looked to the schools to redress the societal differences caused by race, cultural background, and societal class.

In contrast, Albuquerque parents did not mention busing, although some did emphasize the need for desegregation. They did not ask for special programs for the disadvantaged or suggest more equitable funding formulas. The parents interviewed in Albuquerque showed an outward

focus of concerns, looking to what schools can provide for all children, with limited focus on their child alone. The Albuquerque interviews suggest that parents are more concerned with schools preparing children either academically or vocationally for adult life than with their potential role in redressing historical differences. This suggests that federal policy does not meet the needs of parents in cities such as Albuquerque, and that assessment of parental needs/concerns in various geographical areas and size of cities may be imperative before a comprehensive policy, responsive to all, can be formulated.

Appendix A

Elicitation Instrument

1a. I'd like for you to imagine a perfect high school. Tell me everything you can think of that such a school should or could do for its students.

PROMPT:

"Anything else?"

"Can you think of anything else?"

"What else could it do?" AS NEEDED

1b. Is there anything this perfect school should or could do for the community? By community, we mean the area served by the high school district.

2. What do you think would be some good things that a school could do to give students the best chance of having a satisfactory and happy adult life? Tell me everything you can think of that would help students achieve that satisfactory life.

Now, let's talk about *(name)* High School and what it's doing right now.

3a. Are there any courses that are offered that you think are especially good? Why do you think so?

3b. Are there any courses that are offered that you think are <u>not</u> good? Why do you think so?

4. Are there any courses that you'd like the school to give more time to?

Students sometimes find a subject easy or difficult because of the way it is taught or because of the textbook.

5. Are there any subjects children find especially easy to learn because of the way the teacher or the book handles the subject or because of the student himself?

   (IF SO) What subjects?

   FOR EACH SUBJECT: Why do you think this is true? Is it due to the teacher? the book? the student? or what?

6. Are there any subjects children find especially difficult to learn because of the way the teacher or the book handles the subject or because of the student himself?

   (IF SO) What subjects?

   FOR EACH SUBJECT: Why do you think this is true? Is it due to the teacher? the book? the student? or what?

7. Now, apart from the courses, or the way they are taught, is there anything else that the school does that you'd like to comment on? Anything at all that you like or dislike?

   PROMPT: IF RESPONDENT TALKS ABOUT LIKE, ASK:

   Anything you dislike? (OR VICE VERSA)

8. Is there anything that you would like to see the school do that it does not do now?

9. Is there anything it does that you think it could do better?

10a. Now let's talk about what you'd like children to be able to do when they finish high school. What would you really like to happen?

10b. What do you think will really happen?

11. What should the school do to get children ready for

11a. college?

11b. a job?

ASK 11a IF TALK ABOUT COLLEGE ONLY

ASK 11b IF TALK ABOUT A JOB ONLY

ASK 11a AND 11b IF TALK ABOUT BOTH

12. Now, in addition to preparing a student for college or for a job, can you think of anything else the school should prepare students to do by the time they finish high school?

13. So far we have talked primarily about *(name)* school as a place where students learn. Is there anything the school does for the community that you'd like to comment on?

(NOTE: COMMUNITY -- THE AREA SERVED BY THE HIGH SCHOOL DISTRICT)

14. Is there anything that it does not do now for the community, you'd like for it to do?

15. Is there anything it does for the community that you think it could do better?

Have you said all you wanted to about: (like or dislike)

16. The administration of the school? the school board? the principal? the central administration?

17. The teachers?

18. The way parents, teachers, and the principal communicate -- about student's problems and/or school affairs in general?

19. The things the school does or should do for the community or the community does or should do for the school?

20. The way the school provides for the physical and mental health of the students -- anything from the physical education or athletic facilities, to the food, medical attention or counseling?

21. The way discipline is handled?

22. The activities the school offers students after school hours?

THANK FOR INTERVIEW.